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ABSTRACT

Data on secondary social studies education in Rhode Island public schools are analyzed. Of 36 schools contacted in 1982-83, 25 department chairpersons and 154 teachers responded to questionnaires covering professional background, chairperson role perceptions, faculty program perceptions, departmental offerings, and instructional techniques and materials. Major problems perceived by department heads were inadequate resources, adversarial relationships with administrators, evaluation problems, and enrollment declines. Chairpersons identified their departments' major strengths as excellent faculty and curriculum offerings, and weaknesses as program coordination, chair-staff relations, and resources. Faculty finding revealed an older, well-educated staff: 25% had 11-14 years of experience, 4% had 1-5 years experience, and 74% had a Masters degree. Respondents indicated satisfaction with textbooks, text selection procedure, and departmental learning objectives. Survey results concerning techniques and materials indicated significant patterns. Lecture with questions or discussion was the predominant teaching method, with a majority of teachers indicating that they seldom or never used library work, problem solving, or current news sources. The report includes tables of data, chair and faculty questionnaires, and lists of program objectives. (LP)

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ED236097

THE STATUS OF SECONDARY SOCIAL STUDIES EDUCATION IN SELECTED RHODE ISLAND PUBLIC HIGH SCHOOLS

A survey of Social Studies Chairpersons and Faculty was conducted during the 1982-83 academic year in order to gather data regarding the following:

Professional background and experiences, course offerings, use of various instructional materials and techniques, evaluation procedures, and perceptions of program effectiveness and community support.

When possible, results were compared to findings from national status studies in Social Studies education.

September 1983

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SO 015 103

During the 1982-1983 academic year, the Rhode Island Social Studies Association in conjunction with the Department of Elementary Education at Rhode Island College conducted a survey of the social studies programs in the state's public high schools. This survey had three primary objectives:

1. to provide social studies educators with much needed information regarding the status of their subject area,
2. to provide the sponsoring agencies with information that would assist them to better serve their members and constituents,
3. to complete the analysis of the state's public social studies programs that had begun with an earlier study of elementary social studies programs in Rhode Island.[1]

In the first phase of the study, an introductory letter explaining the intent and nature of the survey was mailed to 36 of the 40 social studies department chairpersons in the state's public high schools. Of the 36 chairpersons, 25 participated in the survey by completing a special questionnaire concerning their professional background, role perceptions, and departmental offerings. (see Appendix A). Next, the chairpersons were asked to distribute a faculty questionnaire to the members of their departments.

The faculty questionnaire requested information concerning professional background, program perceptions and faculty use of certain instructional techniques and materials. (see Appendix B). Of the 250 faculty questionnaires distributed, 154

[1]Betres, J., The Status of Elementary Social Studies Education in Selected Rhode Island Public Schools, Ed 214 812, ERIC, 1981.

were completed and returned. Finally, concerning both questionnaires, a number of items from previous national surveys were used in both questionnaires for comparative purposes. These data will be duly noted throughout the following sections reporting the results of the Rhode Island Survey.

Results: Course Offerings in Rhode Island Schools

A total of 25 high schools submitted a complete listing of all courses offered in their social studies programs during the 1982-1983 academic year. Overall, 1018 sections of social studies courses were offered. Of these courses 745 were full year courses and 273 were one semester courses. No mini-courses or offerings of differing durations than those noted were indicated by respondents. At present Rhode Island law mandates a minimum of one full year of United States History courses for graduates. Slightly over 40% of the 1018 courses listed in this survey were United States History courses.

Table I presents the breakdown of offerings by subject area and when possible, the Rhode Island results are compared to the 1977 National Science Foundation survey of social studies ecucation.[2]

[2]Weiss, Iris R., Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education. Center for Educational Research and Evaluation, Research Triangle Park, North Carolinia, 1978.

TABLE I

MOST COMMONLY OFFERED SOCIAL STUDIES COURSES

PERCENT OF CLASSES

	1977 NSF STUDY	1982-83 RI STUDY
American History	27	41
World History	10	5
Other History	-	19
Psychology	7	6.5
Government	6	6
Economics	5	4
Other	38*	2*
Law	-	6
Sociology	-	4.5
Geography	-	1.0
Anthropology	-	1.0
Intro to Social Sciences	-	1.0

*Does not equal 100% because of differences in categories used.

Substantial differences existed in the areas of American History, World History, and the general category of Other. Some of these differences might be explained by the differences in time. For example, the large Other category in the 1977 NSF study contained a substantial number of "mini-courses," a movement which has all but disappeared in most educational circles. Similarly, this states extremely limited graduation requirements pertaining to social studies makes it logical to assume that in tight economic times the "poor cousin" of social studies may well be receiving a smaller portion of the budget while the schools must commit a larger portion to meeting other requirements. If this is the case, then perhaps it may partly explain the differences between the surveys in American History offerings.

Table II data presents the number of distinctly different social studies courses grouped by disciplines/areas that were offered by the 25 public high schools. These courses ranged from the traditional ones of United States History and World Cultures to titles such as Photography in Society and Studies of War. Of the 80 different courses offered in these schools, slightly over half were in the traditionally dominant social studies areas of History and Government. Each of the remaining social sciences had from 3 to 5 course offerings.

The heavy reliance on history and government courses coupled with a relatively equal number of offerings for each of the social sciences would come as no surprise to most Rhode Island

social studies educators. However, the substantial number of offerings in the area of Law may merit such a reaction by some educators.

TABLE II

NUMBER OF DIFFERENT COURSES BY AREA/DISCIPLINES

History	30	Economics	3
Government	12	Psychology	4
Law	8	Anthropology	3
Sociology	4	Philosophy	1
Geography	5	Other	8

Based on the data found in Tables I and II, it appeared that while significant portions of the Social Studies programs in Rhode Island were similar to national trends, there are some numerically substantial differences that may be educationally significant. Further study and discussion of these differences appeared warranted particularly in light of recent proposals to change high school graduation requirements.

Also, there has been considerable discussion during the past several years concerning fragmentation of the social studies curriculum. While the survey did not deal directly with this concern, the reader may find it worthwhile to re-examine these data in light of this concern.

Lastly, in requesting information concerning offerings, data were gathered about the length of daily class meeting time. Of those schools participating, the average social studies class was approximately 48 minutes long. The range was from 40 minutes to 57 minutes. While such findings may

appear innocuous to some, the variable of time has been an extremely critical one in much recent research. Locally, further research may be warranted to investigate the possible relationship between this variable and school achievement in social studies.

II. Results: Chairperson Survey (Appendix A)

Of the 25 chairpersons responding to the survey, 19 had served as the chairperson for their departments for 11 or more years. Similarly, 21 of 25 had been in teaching for more than 14 years. Regarding educational background 24 had at least an M.S. or M.A. Degree. However, approximately half of the respondents had no recent enrollment in a credit (college, university, or inservice) course/program. Additional data concerning professional background was gathered for the area of membership in professional organizations. Over 90% of the respondents belong to at least one professional organization. These included 12 memberships in the National Council for the Social Studies, 21 in the Rhode Island Social Studies Association and 14 other memberships in organizations such as the American Historical Association, Rhode Island Historical Assoc. and the National Association of Economic Educators. When asked what were the primary reasons for belonging to professional organizations, "publications" (17), followed by "improving my teaching" (14) and "meeting other professionals"(9) were the most common selections.

In terms of compensation, chairpersons were asked to indicate both a level of monetary compensations and release time for their position, Table III lists the results for both of these items.

TABLE III

COMPENSATION FOR DEPARTMENT CHAIRPERSONS (N = 25)

MONETARY		RELEASE TIME	
Over $1500	-8	3/4 Release Time	-2
$1000-$1500	-8	1/2 Release Time	-9
$500-$1000	-7	1/4 Release Time	-9
$100-$500	-0	No Release Time	-3
No Monetary Comp.	-2	No Response	-2

Chairpersons were also asked to indicate the general type of evaluation procedure used in their departments' course and program evaluations. Table IV lists the responses for both procedures.

TABLE IV

DEPARTMENTAL EVALUATION PROCEDURES (N=25)

COURSE EVALUATION		PROGRAM EVALUATION	
Formal evaluation procedure	- 7	Formal evaluation procedure	- 6
Informal evaluation procedure	-16	Informal evaluation procedure	-16
No course evaluations	- 1	No program evaluations	-2
No response	- 1	No response	-1

The final section of the chairperson's questionnaire asked the participants to list what they considered to be:

1. The most important responsibilities in their role as chairperson
2. The most significant and recent problems confronting them as chairperson
3. The major strengths of the department's program
4. The major weaknesses of the department's program

Since these questions were relatively open-ended, it was necessary to group the responses around their most common/shared features. Regarding the listing of primary responsibilities, a total of sixty separate responses were made by the 25 respondents. Table V presents these grouped responses, frequency and examples of key terms used by respondents.

TABLE V

CHAIRPERSONS PERCEPTIONS OF PRIMARY RESPONSIBILITIES

CATEGORY	FREQUENCY	KEY TERMS
Curriculum	24	"Develop," "Supervise," "Coordinate"
Personnel	13	"Liaison," "Evaluate," "Promote morale"
Resource Management	11	"Budget," "Provide materials," "Obtain facilities."
Leadership	8	"Be a model," "Support," "Help innovate."

Chairperson responses to the request for a list of their most significant problems are contained in Table VI. Here as in previous table the 39 responses to the question were clustered according to the shared or common attributes of the individual responses.

TABLE VI

CHAIRPERSONS PERCEPTIONS OF SIGNIFICANT PROBLEMS

CATEGORY	FREQUENCY	KEY TERMS
Inadequate Resources	12	"Budget cuts," layoffs, and inadequate materials
Adversarial Relations	8	"Usurpation by administration," mandates, seniority assignments, and guidance placements
Evaluation Problems	6	"Lack of system wide procedures," preparing for evaluation, no time to evaluate
Enrollment Declines	4	Staff loss exceeds student enrollment decline, revising programs in light of declines
No Problems	2	"I'm lucky--we've no significant problems."
Other	7	"Paperwork," "lack of young teachers," "lack of recognition for our program."

The responses to the request for a listing of greatest strengths, tended to be of considerably more general nature than the responses already presented. Specifically, while their were 19 responses indicating the faculty to be a major strength, 12 of these used key terms such as good, excellent and fine. The remaining 7 noted more specific qualities such as enthusiasm, flexibility and varied professional backgrounds. The second most frequent category, Curriculum, contained 16 responses of somewhat more specific components. Finally, the category of relationship tended to emphasize those between the faculty and the administration.

TABLE VII

CHAIRPERSON PERCEPTIONS OF MAJOR STRENGTHS

CATEGORY	FREQUENCY	KEY TERMS
Faculty	19	"Excellent teachers," "good staff," "flexible teachers."
Curriculum	17	"Offerings," "Our excellent government course," "electives."
Relationships	8	"Staff and administration relations," "staff-course relationship,"
Other	3	"Faculties"

Perhaps most interesting in this questionnaire were the chairpersons responses to the request for a listing of major weaknesses. Based on the results in Table VI (Significant Problems) emphasizing inadequate resources, one might have assumed this to be the dominant theme to this question of weaknesses. Instead, the chairpersons responses to this question were more in line with their responses in Table V (Primary Responsibilities.) Of the 40 different responses to this question only 10 dealt directly with inadequate resources. Far and away, chairpersons felt that some aspect of their role as related to the operation of the curriculum was the problem. While problems such as "not enough time to function as a department," "lack of coordination between courses," and "lack of program evaluation" may have some financial qualities, to this writer the far more dominant concern being expressed by the chairpersons was organizational. Table VIII contains the results of this section.

TABLE VIII

CHAIRPERSONS PERCEPTIONS OF MAJOR WEAKNESSES

CATEGORY	FREQUENCY	KEY TERMS
Chair - Program	16	"Coordination," "lack of evaluation," "too slow to change."
Chair - Staff	14	"Supervisory," "evaluating the staff," "time to function as a department."
Resources	10	"Inadequate budget," "not enough materials," "need newer texts."

Results: Faculty Survey (Appendix B)

As was the case with the response rate for chairpersons, the faculty returns were more than double what one would expect in surveys of this type. Faculty members from 30 of the 36 public high schools contacted participated in the survey with completed returns received from 154 of the 250 questionnaires distributed.

In terms of teaching experience, Table IX presents the data for the number of years the respondents have been teaching and the number of years in their present department.

TABLE IX

YEARS TEACHING AND YEARS IN PRESENT DEPARTMENT (N=154)

	1st YEAR	3-5 YRS	6-10 YRS	11-14 YRS	14+ YRS
Years in Teaching	.7	3.3	10.5	24.8	61
Years in Department	2.6	9.8	13.7	28.7	45

Regarding professional backgrounds, only 26% of the respondents listed having attained less than a M.S. or a M.S. degree. Indeed, almost 60% responded that they had completed graduate coursework beyond the Masters degree. However, in terms of recency of social studies related course or program work some interesting data were gathered and are presented in Table X and Table XI.

TABLE X

% HAVING TAKEN SOCIAL STUDIES COURSES IN THE PAST 5 YEARS (N=152)

Number of Courses in past 5 years	% of Respondents
0	33%
1-2	30%
3-4	18%
5-6	10%
7 or more	9%

TABLE XI

% HAVING ATTENDED INSERVICE OR SIMILAR PROGRAMS RELATED TO SOCIAL STUDIES EDUCATION--PAST THREE YEARS (N=154)

Number of Programs	% of Respondents
0	48%
1-2	39%
3-4	10%
5-6	1+%
7 or more	1+%

While no statistical correlations were drawn between the data in Table X and XI, a cursory inspection of the responses on the answer sheets indicated that those who responded that they had taken no coursework were usually those who also had not attended inservice or similar programs.

During the past ten years, numerous surveys, ethnographic studies, and general field observation have indicated consistently that the textbook is the dominant instructional

tool in the social studies classroom. Given the extreme importance of the textbook, faculty were asked to indicate their satisfaction with the department's textbook selection procedure and the textbook used in their primary teaching assignment. Table XII presents both data sets. Overall, it appeared that faculty were usually quite satisfied with matters in both areas.

TABLE XII

SATISFACTION WITH TEXT AND SELECTION PROCEDURE (N=154)

	Very Satisfied	Satisfied	Undecided	Dissatisfied	Very Dissatisfied
Primary Textbook	19%	55%	4%	15%	8%
Textbook Selection Procedure	38%	39%	9%	10%	4%

A similar level of consensus was attained with the results to a series of questions asking teachers to indicate their opinion regarding the importance of a set of social studies and citizenship objectives for their students. These objectives were drawn from past surveys conducted by the National Assessment for Educational Progress and had been used as the basis for formulating some of the questions in that assessment. (see Appendix C.) Table XIII presents the results of the NAEP social studies objectives. Again, the reader is reminded that a complete statement of the objectives is found in Appendix C.

TABLE XIII

IMPORTANCE OF SOCIAL STUDIES OBJECTIVE FOR MY STUDENTS

	Extremely Important	Important	Somewhat Unimportant	Unimportant	Not Relevant
"...knowledge base.."	54%	41%	4%	1	0
"...inter-relationship of values, beliefs..."	41%	50%	8%	1	1
"...solving problems, clarifying issues."	57%	36%	8%	-	-
'...human relation skills..."	46%	46%	7%	-	-
"...positive self-concept"	37%	50%	11%	1	-
"...committment to right of self deter-mination..."	36%	48%	11%	1	2

Table XIV presents similar data related to the NAEP Citizenship objectives. Here, again the support for the objectives was very strong in most cases.

TABLE XIV

IMPORTANCE OF CITIZENSHIP OBJECTIVES FOR MY STUDENTS (N=154)

	Extremely Important	Important	Somewhat Unimportant	Unimportant	Not Relevant
"...Concern for others..."	73%	23%	4%	-	-
"...Support.. laws, 'bthers RIGHTS"	62%	34%	3%	-	1%
"...know structure..function of government	47%	47%	5%	1%	-
"Understand important world.. problems	41%	55%	3%	1%	-
"Participate in...covic improvement"	29%	50%	18%	-	2%
"Approach civic decisions rationally"	42%	49%	8%	1%	1%
"Help and respect..own family	47%	39%	11%	3%	1%

Of critical importance to this survey was the need to gather some base line data regarding teachers' use of certain instructional techniques and materials. Teaching methods and materials have been one of the primary focuses of research in social studies education for the past twenty years. While no specific conclusions may be drawn from the data gathered by this survey, some results indicated patterns that may be of serious concern to social studies educators and researchers.

In terms of instructional techniques, some research has placed specific techniques on a continuum using the constructs of direct

and indirect techniques.

Table XV presents the findings for this important area. The reader should note that while efforts were made to gather data that would be directly comparable to that found in the national studies (NSF), two important differences require explanation. First, the NSF studies used the category of lecture as a general technique. It was felt that this category was easily misinterpreted and therefore the dimension of questioning was included in order to differentiate the category. Second, it was felt that a category relating to student-based problem solving should be added in order to gauge both the potential use of more indirect methods and a broader measure of techniques used in Rhode Island schools. Given these two charges, the reader is urged to carefully analyze these data.

TABLE XV

% FREQUENCY OF USE OF TECHNIQUES AND MATERIALS (N=154)

Technique	Never	Less than Once A Month	At Least Once A Month	At Least Once A Week	Just About Daily
Lecture (NSF)	1	9	8	48	32
Lexture w/ Questions (RI)	1	5	6	39	50
Lecture w/no Questions (RI)	36	40	3	15	5
Discussion (NSF)	0	1	2	34	62
(RI)	1	8	10	43	37
Individual or Group Problem Solving (RI only)	12	36	34	14	4
Student Reports-Projects NSF	4	30	44	20	2
RI	1	36	58	4	0
Tests/Quizzes NSF	1	2	35	54	6
RI	0	2	13	78	8
Films/Filmstrips VTR, etc. NSF	0	30	32	20 ——,——-)	*
RI	2	11	45	39 ————)	*
Library Work NSF	11	39	34	16	1
RI	3	48	40	5	1
Simulations NSF	22	42	27	7	0
RI	19	49	24	7	1
Guest Speakers NSF	18	65	13	4	1
RI	19	64	13	3	0

*Approximations: Wording and Choices fitted in the two surveys

Data in Table XV merit attention not only in terms of which practices and materials were most frequently used, but also, and perhaps more appropriately, what materials and techniques were seldom or never used. Certainly, individual situations might justify the lack of such practices, but serious questions are raised when the absence of such elements occurs in so much of the total program. Table XVI presents some of these data.

TABLE XVI

MATERIALS/TECHNIQUES SELDOM or NEVER USED (N=154)

Technique	% of Respondents
Library Work	51%
Individual or Group Problem-Solving	48%
Student Reports/Projects	37%
Newspapers, Magazines, Periodicals	34%

In closing, faculty were asked to assess their general perceptions regarding the status of their social studies programs. Using whatever criteria the respondent cared to employ, faculty were asked to assess first the general success of their social studies program and next to compare it to other programs within the State of Rhode Island.

TABLE XVII

GENERAL SUCCESS OF YOUR PROGRAM

Response	% of Respondents
Extremely Successful	18%
Successful	64%
Somewhat Unsuccessful	16%
Extremely Unsuccessful	1%
No Opinion	1%

TABLE XVIII

YOUR PROGRAM'S COMPARISON TO OTHERS IN RHODE ISLAND

Response	% of Respondents
Relative to others,	
Ours is excellent	30%
Ours is better than average	34%
Ours is average	20%
Ours does not compare favorably	3%
No opinion	3%

In terms of support for their programs, faculty perceptions of the "back to basics movement," student support, and parent support are presented below.

Statement	Response				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Emphasis on basics has reduced support for social studies	8%	18%	17%	45%	12%
Parents consider social studies very important	3%	29%	25%	41%	3%
Students consider social studies very important	1%	20%	21%	52%	7%

Lastly, when asked about their feelings regarding the future of their profession, an additional note of gravity was indicated.

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I am optomistic about the future of social studies	10%	39%	29%	16%	6%

Conclusions:

No conclusions will be drawn in this paper regarding these data. It is hoped that the results will be circulated and discussed by those involved and concerned about the profession. Any reactions, requests for additional information/clarification should be made directly to Dr. James Betres at the Department of Elementary Education at Rhode Island College.

APPENDIX A

All information gathered and distributed by this survey will be treated in such a way as to guarantee the complete anonymity of the participant. Any items requiring the name and location of the participants is simply for purposes of correlating this information with the second phase of the survey dealing with the members of your department.

NAME _____

SCHOOL _____

APPROX. SCHOOL ENROLLMENT _____

CHECK APPROPRIATE BLANKS.

1. Number of years as department chairperson

_____first year _____11-14 years

_____2-5 years _____more than 14 years

_____6-10 years

2. Number of years taught

_____first year _____11-14 years

_____2-5 years _____more than 14 years

_____6-10 years

3. Which location best describes where you teach?

_____urban inner-city _____suburban

_____urban outer-city _____rural

4. Which category best describes your teaching-supervisory responsibilities?

_____grades 6-8 _____grades 6-12

_____grades 9-12 _____grades 10-12

5. Do you belong to any of the following professional organizations?

_____National Council for the Social Studies
_____State Council for the Social Studies
_____Local Council for the Social Studies
_____American Historical Association
_____American Political Science Association
_____National Council on Geographic Education
_____Other _____

6. I belong to a social studies professional organization because of (check all that apply)
_____publications _____meeting other people
_____meetings _____a way of improving my teaching
_____other (please specify) _____
_____I do not belong to any organization

7. Amount of Schooling
_____less than a baccalaureate degree
_____B.S. or B.A. degree
_____M.S. or M.A. degree
_____Ed.D. or Ph.D. degree

8. Recent Training. During the past 2 years, I have enrolled in a credit (college or local in-service) program.
_____more than 3 times
_____1-3 times
_____not at all
_____not applicable; I am a recent graduate

9. In our school, Chairpersons are:
_____elected by the department
_____nominated by the department and appointed by the administration
_____appointed by the administration
_____other (please explain) _____

10. Monetary compensation for the department chairperson is
_____over $1500
_____$1000-$1500
_____ $500-$1000
_____ $100-$500
_____no monetary compensation

11. Release Time for the department chairperson is approximately
_____3/4 release time
_____1/2 release time
_____1/4 release time
_____no release time

12. The department has
_____A formal course evaluation procedure
_____An informal course evaluation procedure
_____No course evaluation procedure

13. The department has
_____A formal program evaluation procedure
_____An informal program evaluation procedure
_____No program evaluation procedure

PART II: Perceptions of the Chairperson Role and Program Status

List what you consider to be the most important responsibilities of your role as Chairperson.

In recent times what have been the most significant problems confronting you as a Chairperson?

What do you consider to be the major strengths of your Social Studies program?

What do you consider to be the major weaknesses of your Social Studies program?

PART III: Offering, Placements, Texts and Enrollment

On the following page please include the requested information. Admittedly, this task will take time. However, when finally collated, it will provide all of us with a critically needed picture of the status of Social Studies programs in Rhode Island.

COURSE TITLE	Usual Grade Placement	No. of Semesters 1 or 2	No. of Classes	Av. No. of Students/ Class	Title of Test(s)	Author(s)

Name of School _____

Number of Teachers in S.S. Department _____

Length of Class Meeting _____ minutes.

APPENDIX B

SURVEY OF SECONDARY SOCIAL STUDIES EDUCATION
in
RHODE ISLAND

NAME OF SCHOOL _____

1. Number of years in this social studies department

__A__ First year
__B__ 2-5 years
__C__ 6-10 years
__D__ 11-14 years
__E__ more than 14 years

2. Number of years in Teaching

__A__ First Year
__B__ 2-5 years
__C__ 6-10 years
__D__ 11-14 years
__E__ more than 14 years

3. Do you belong to any professional organization directly related to Social Studies Education?

__A__ Yes
__B__ No

4. Educational Background

__A__ less than a baccalaureate degree
__B__ B.S. or B.A. degree
__C__ M.S. or M.A. degree
__D__ M.S. or M.A. plus additional hours
__E__ Ed.D. or Ph.D. degree

5. How many <u>courses</u> directly related to Social Studies Education have you taken in the past five years?

__A__ 0
__B__ 1-2
__C__ 3-4
__D__ 5-6
__E__ 7 or more

6. How many <u>in-service</u> or similar programs directly related to Social Studies Education have you attended during the past three years?

__A__ 0
__B__ 1-2
__C__ 3-4
__D__ 5-6
__E__ 7 or more

7. What is your major teaching assignment?

__A__ U.S. History
__B__ World History/Cultures
__C__ American Government
__D__ one of the Social Sciences
__E__ other

8. How satisfied are you with the textbook used in your primary teaching assignment?

__A__ Very Satisfied
__B__ Satisfied
__C__ Undecided
__D__ Dissatisfied
__E__ Very Dissatisfied

9. How satisfied are you with the Textbook selection procedure in your department?

__A__ Very Satisfied
__B__ Satisfied
__C__ Undecided
__D__ Dissatisfied
__E__ Very Dissatisfied

10.- 15. Listed below are a number of general social studies objectives. Please indicate your opinion regarding the importance of each objective for your students using the following rating scale:

A. Extremely important for my students.
B. Important for my students.
C. Somewhat unimportant for my students.
D. Unimportant for my students.
E. Not relevant for my students.

10. Develops a knowledge base for understanding the relationships between human beings and their social and physical environment _____.

11. Develops an understanding of the origins and interrelationships of beliefs, values, and behavior patterns _____.

12. Develops the competencies to acquire, organize and evaluate information for purposes of solving problems and clarifying issues _____.

13. Develops the human relation skills necessary to communicate and work with others _____.

14. Develops a positive self-concept, builds self-esteem and moves toward self-actualization _____.

15. Develops and demonstrates a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights____.

16. - 22. Listed below are a number of general citizenship objectives. Please indicate your opinion regarding the importance of <u>each</u> objective for <u>your</u> students using the following rating scale:
A. Extremely important for my students
B. Important for my students
C. Somewhat unimportant for my students
D. Unimportant for my students
E. Not relevant for my students

16. Show concern for the well-being and dignity of others _____.

17. Support just law and the rights of all individuals _____.

18. Know the main structure and functions of their governments _____.

19. Participate in democratic civic improvement _____.

20. Understand important world, national, and local civic problems _____.

21. Approach civic decisions rationally _____.

22. Help and respect their own families _____.

23. - 34. Listed below are a number of instructional techniques and materials. Please indicate the frequency of use of each in your primary teaching assignment.
A. Just about daily
B. At least once a week
C. St least once a month
D. Seldom used
E. Never used

23. Lecture with no questioning _____.

24. Lecture with questioning _____.

25. General discussion _____.

26. Student reports _____.

27. Library work _____.

28. Directed reading _____.

29. Individual or group problem solving _____.

30. Games and simulations _____.

31. Newspaper, magazines, periodicals _____.

32. Film, filmstrips, records, VTR, etc. _____.

33. Tests or quizzes _____.

34. Guest speakers _____.

35. - 38. Please indicate your opinion of each of the following statements by using the following.

A. Strongly agree
B. Agree
C. Undecided
D. Disagree
E. Strongly disagree

35. Emphasis on the basics has reduced school support for the social studies. _____

36. Parents usually regard social studies education as being very important. _____

37. Students usually regard social studies education as being very important. _____

38. I am optomistic about the future of the social studies. _____

39. Using whatever criteria you wish, how successful is the Social Studies program in your school? _____

A. Extremely successful
B. Successful
C. Somewhat unsuccessful
D. Extremely unsuccessful
E. No opinion

40. Using whatever criteria you wish, how does your schools' Social Studies program compare to programs in other schools within the State? _____

A. Relative to others, ours is an excellent program
B. Relative to others, ours is a better than average program
C. Relative to others, ours is an average program
D. Relative to others, ours does not compare favorably
E. No opinion

APPENDIX C

N.A.E.P. SOCIAL STUDIES OBJECTIVES

1. Develop a knowledge base for understanding the relationships between human beings and their social and physical environment.

2. Develops an understanding of the origins and interrelationships of beliefs, values, and behavior patterns.

3. Develops the competencies to acquire, organize and evaluate information for purposes of solving problems and clarifying issues.

4. Develops the human relation skills necessary to communicate and work with others.

5. Develops a positive self-concept, builds self-esteem and moves toward self-actualization.

6. Develops and demonstrates a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights.

N.A.E.P. CITIZENSHIP OBJECTIVES

1. Show concern for the well-being and dignity of others.

2. Support just law and the rights of all individuals.

3. Know the main structure and functions of their governments.

4. Participate in democratic civic improvement.

5. Understand important world, national, and local civic problems.

6. Approach civic decisions rationally.

7. Help and respect their own families.

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